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Fall 2015

Introduction to International Relations

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DIPL 1711
Introduction to International Relations
Seton Hall University
School of Diplomacy and International Relations
Fall 2015

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Office Hours: M/W 3:30-5:00 PM (or by appointment)

Time: M/W 11:00 AM – 12:15 PM
Location: Duffy Hall 80

COURSE DESCRIPTION

Designed as an introductory survey course to the field of International Relations, this course explores the causes, character, and consequences of conflict and cooperation in world politics. The course brings together history, theory, and current events to help students understand the main drivers and patterns of behavior in the international system. Core questions that will be tackled include: What are the causes of war and peace? Is international cooperation attainable? Is globalization good or bad? Is the U.S. a declining great power? What are the most dangerous threats facing states today? As a course designed to meet the Critical Thinking Proficiency Guidelines, students will be expected to demonstrate and hone their analytical skills.

COURSE OBJECTIVES

- Provide students with the necessary theoretical tools to analyze questions in international relations from multiple perspectives.
- Enable students to compare and evaluate the explanatory power of competing theories.
- Assist students in gaining the historical background needed to understand contemporary international events.

Critical Thinking: Critical thinking is an integral component of this course as well as the wider study of international relations. To think critically is to think clearly about the subject matter under consideration and ask questions. Thinking critically involves evaluating evidence and considering possible alternative explanations. In addition to learning the historical material (e.g. important events, dates, names) covered in the readings and class, a major focus of this course is on developing the skills needed to understand and evaluate the theoretical arguments of the various authors whose works we read. Along with summarizing the key arguments of each work, students will be expected to critically dissect major theories of international politics in order to arrive at their own conclusions regarding the nature of the international system. To help foster these critical thinking skills, the course calendar section of the syllabus contains weekly reading prompts that students should consult when doing the readings. Students will be evaluated based on both their knowledge of and ability to critically evaluate the main arguments and theories of the course.

GENERAL REQUIREMENTS

- **Attend and Participate in Class.** All students must attend and actively participate in class. A portion of each class will be reserved for class discussion and students will be graded on their discussion participation.

- **Complete the Readings.** (Warning: The reading load for this course is heavy. Do not make the mistake of equating “introduction” with “easy.”) To succeed in this (or any) course, you must engage in active reading. Reading without taking notes is a futile exercise. Take notes as you read, distilling the key arguments made by the authors. Students are encouraged to complete the readings *prior* to attending each class. Doing the reading before class is wise for a number of reasons. For starters, it will make it easier to follow the lectures. Second, it will enable you to participate in the class discussions (from which your participation grade is, in part, determined.) Finally, students who read the material prior to the session in which it is discussed benefit by being able to ask the instruction questions.
- **Complete All Assignments.** There will be two take-home assignments, an in-class midterm, and a final examination.

ASSIGNMENTS AND EVALUATION

There are four main components to your course grade.

- **Participation (15%):** Students are expected to attend every class as well as do all of the reading. Participation grades will be based on attendance (5%) and discussion (10%).
- **Two Take-home Assignments (20%):** There will be two take-home, open-book assignments, each worth 10%. Students will be given a question prompt at the end of class and given one week to complete the assignment. In answering the question students are encouraged to draw on both the readings and class discussions. The first take-home prompt will be handed out on Monday, September 21 and due on **Monday, September 28**. The second take-home prompt will be handed out on Wednesday, November 4 and due **Wednesday, November 11**. There will be no make-up assignments.
- **Midterm (In-Class) (25%):** There will be a closed-book, in-class midterm consisting of short answer questions on **Wednesday, October 7, 2015**. Students will be given advice on how to prepare for the midterm as the date approaches.
- **Final Examination (40%):** The final exam for this class will be on **Tuesday, December 22, 2015**. The exam will be cumulative, closed-book, and consist of short answer questions and essays.

READINGS

There is one required textbook and two that are recommended. All are available for purchase at the Seton Hall University Bookstore and many online outlets.

NB: The bookstore has ordered the 12th Edition of the Art Jervis Reader (hereafter, AJR 12) but the 10th and 11th editions are suitable as well and can be found at considerably lower prices online. In cases where assigned readings appear in successive volumes of AJR I have endeavored to list the relevant page numbers for each edition (e.g. AJR 10: 70-77; AJR 11: 65-72; AJR 12: 59-66). Students should consult the relevant page numbers for whichever edition they choose to use. In rare instances, a reading may only be included in one particular edition. In such cases a scanned copy of the reading can be found on Blackboard.

Required: Robert J. Art and Robert Jervis, *International Politics: Enduring Concepts and Contemporary Issues* 12th Edition (Boston: Pearson, 2015).

Recommended: Jeffrey A. Frieden, *Global Capitalism: Its Fall and Rise in the Twentieth Century* (New York: Norton, 2006).

Recommended: John Lamberton Harper, *The Cold War* (Oxford: Oxford University Press, 2011).

Unless otherwise indicated, all of the journal articles and book chapters listed below are required reading and are available online on the Blackboard site that has been created for the class.

POLICIES AND RESOURCES

- **Accommodations.** Under the Americans with Disabilities Act and Section 504 of the Civil Rights Restoration Act, students at Seton Hall University who have a disability may be eligible for accommodations in this course. Should a student require such accommodation, he or she must self-identify at the Office of Disability Support Services (DSS), Room 67, Duffy Hall, provide documentation of said disability, and work with DSS to develop a plan for accommodations. The contact person is Ms. Diane Delorenzo at (973) 313-6003.
- **Counseling.** The Office of Counseling and Psychological Services (CAPS) offers assistance to students in need of support. CAPS is located in Mooney Hall and can be reached at (973) 761-9500.
- **Absences.** Students are expected to attend all class sessions and participate in discussions. If a medical situation or other emergency arises students should inform the instructor via email at the earliest possible opportunity as to the reason for their absence. Students missing class due to an illness are required to furnish a medical note upon their return in order for their absence not to be counted as unexcused. Unexcused absences will bring down your attendance grade.
- **Late or Incomplete Assignments.** The two take-home assignments are due at the beginning of class on September 28 and November 11. All late assignments (this includes those handed in at the end of class or emailed to me during or after class) will be penalized by one-third grade per day (i.e., an A assignment turned in 1 day late is an A-, 2 days late a B+, etc.) except in cases of medical or family emergency. There will be no make-up assignments.
- **Plagiarism, Cheating and Academic Integrity.** Plagiarism and other forms of academic dishonesty will be reported to the administration, and may result in a lowered or failing grade for the course and up to possible dismissal from the School of Diplomacy. Please familiarize yourself with the Standards of Academic Conduct, available here:
 - <http://www.shu.edu/offices/student-life/community-standards/community-standards.cfm>
 - <http://www.shu.edu/academics/diplomacy/academic-conduct.cfm>Students are expected to submit their own work and to cite all sources. There is to be no collaboration of any kind on the take-home assignments. Any form of cheating will be dealt with according to the guidelines outlined in the Standards of Conduct and punished accordingly.
- **Technology.** Technology can be beneficial as well as harmful to learning. Students will be allowed to use laptop computers during class sessions for the purposes of note taking only. All other activities (email, internet, facebook, etc.) are prohibited during class. Students who violate this policy will forfeit their laptop privileges. If your cell phone rings during class, I will answer it for you. If my cell phone rings during class, you may answer it.
- **Grade Appeals.** Grades in this course are not negotiable, but if you believe an error has been made in the grading of your assignment or midterm, you may appeal. However, you must wait 24 hours before you may appeal. All appeals should be made in writing and sent to the instructor via email.
- **Email.** Before emailing the instructor students should consider the following: First, always check the syllabus. Often, the answer has already been provided for you. Second, students should communicate professionally, avoiding informal salutations and causal language. Third, please

keep your communications brief. Complicated questions or issues are best discussed in person in office hours or by appointment.

- **Ideological Perspectives.** I do not care *what* you think, I care *that* you think. My mission is to get you to think critically about important issues in international relations, not convince you that my view is right. There are no right or wrong views, only better or worse arguments. Good arguments require sound logic, solid evidence, and a consideration of alternative explanations.
- **Acknowledgements.** This course draws liberally on lecture notes prepared by Professors Caitlin Talmadge and Alex Downes.

Course Calendar

Part I: Introduction and IR Theory

1. August 31 (M): Course Introduction

- Stephen Walt, "International Relations: One World, Many Theories," *Foreign Policy*, Spring 1998, pp. 29-46.
- Jack Snyder, "One World, Rival Theories," *Foreign Policy*, no. 145 (November/December 2004): 52-62.

Key Terms:

Realism
Liberalism

Constructivism

Reading Questions:

- What factors do realist, liberal, and constructivist theories of IR emphasize?
- Which worldview do you find most convincing and why?

2. September 2 (W): Overview of IR Theory: Paradigms and Levels of Analysis

- Kenneth N. Waltz, *Theory of International Politics* (New York: McGraw-Hill, 1979), 1-13.
- Kenneth N. Waltz, *Man, the State, and War: A Theoretical Analysis* (New York: Columbia University Press, 1954), 1-15.

Key Terms:

Theory
3 Levels of Analysis or Images

Paradigms
Laws

Reading Questions:

- What is a theory and why do we need theories?
- What distinguishes the three "levels of analysis" or "images" from each other?
- What is the central problem addressed by Waltz in *Man, the State, and War*?

September 7 (M): Labor Day – University Closed

3. September 9 (W): Anarchy and Its Consequences

- Robert J. Art and Robert Jervis, "Anarchy and its Consequences," *AJR* 10:1-7; *AJR* 11:1-7; *AJR*

12:1-6.

- Kenneth A. Oye, "The Conditions for Cooperation in World Politics," AJR 10: 79-82; AJR 11: 76-90; AJR 12: 67-78
- Robert Jervis, "Offense, Defense, and the Security Dilemma," AJR 10: 93-113; AJR 11: 90-111; AJR 12: 79-98.

Key Terms:

Anarchy
Shadow of the Future
Offense-Defense Balance

Security Dilemma
Prisoner's Dilemma

Reading Questions:

- What does it mean to say that anarchy is the defining characteristic of international politics?
- Why is the security dilemma important? What are the two variables that determine its severity?
- Why is cooperation in the international system hard?
- What is the offense-defense balance and why is it important? What factors determine whether offense or defense is dominant?

4. September 14 (M): Realist Theories

- Thucydides, "The Melian Dialogue," AJR 10: 9-15; AJR 11: 8-14; AJR 12: 7-12.
- Robert Gilpin, "The Theory of Hegemonic War," *Journal of Interdisciplinary History* 18, no. 4 (Spring 1988): 591-613.
- John Mearsheimer, "Anarchy and the Struggle for Power," AJR 10: 59-69.
- James D. Fearon, "Rationalist Explanations for War," AJR 11: 57-65; AJR 12: 52-9.

Key Terms:

Peloponnesian War
Hegemonic War
Preemptive War
Bargaining Range

Athens & Sparta
Preventive War
Issue indivisibility

Reading Questions:

- Why is the Melian Dialogue considered a classic realist account?
- Why was the Peloponnesian War a hegemonic war? What are other cases of hegemonic wars?
- What is Mearsheimer's key insight?
- Was the Iraq War a preventive or preemptive war?
- What are Fearon's three rationalist explanations for war?

5. September 16 (W): Liberal Theories

*NB: Class ends at 12:00 pm/noon – University Mass of the Holy Spirit

- Robert O. Keohane, "International Institutions," AJR 10: 150-8; AJR 11: 151-8; AJR 12: 134-40.
- Bruce Russett, *Grasping the Democratic Peace: Principles for a Post-Cold War World* (Princeton, N.J.: Princeton University Press, 1993), 82-105.
- Dale C. Copeland, *Economic Interdependence and War* (Princeton, N.J.: Princeton University Press, 2015), 18-27.

Key Terms:

DP: Cultural/Normative
DP: Structural/Institutional Explanation

Absolute vs. Relative Gains
International Regimes

Economic Interdependence

Reading Questions:

- How do international institutions facilitate cooperation?
- What are relative gains and why do they matter?
- What are some of the various mechanisms through which interdependence is thought to inhibit war?
- How is joint democracy thought to inhibit war?

6. September 21 (M): Constructivist Theories

****Response Prompt #1 Handed out****

- Alexander Wendt, "Anarchy Is What States Make of It," AJR 10: 70-77; AJR 11: 65-72; AJR 12: 59-66.
- John Mueller, *Retreat from Doomsday: The Obsolescence of Major War* (New York: Basic Books, 1989), Forward (un-paginated), Preface (pp. ix-xii), and Introduction (pp. 3-13).
- Nina Tannenwald, "The Nuclear Taboo: The United States and the Normative Basis of Nuclear Non-Use," *International Organization* 53, no. 3 (Summer 1999): 433-42 only.

Key Terms:

Norms

Logic of Appropriateness

Psychic and Physical Costs of War

Nuclear Taboo

Logic of Consequences

Reading Questions:

- What does Wendt mean when he says "anarchy is what states make of it"?
- Why does Mueller argue (major) war is becoming obsolescent? Do you agree?
- According to Tannenwald, what are the three types of effects norms can have? How do they work?

Part II: The International System: From Westphalia to World War I

7. September 23 (W): The Treaty of Westphalia to the French Revolutionary and Napoleonic Wars

- Derek Croxton, "The Peace of Westphalia of 1648 and the Origins of Sovereignty," *The International History Review* 21, no. 3 (Sep., 1999): 569-91.
- Michael Howard, *War in European History* (Oxford: Oxford University Press, 1976), 75-93.

Key Terms:

Sovereignty

Levée en masse

Napoleon Bonaparte

Peace of Westphalia

Nationalism

Reading Questions:

- Why is the Peace of Westphalia considered the beginning of the modern international system?
- What differentiates European warfare prior to the French Revolution from warfare afterwards?

8. September 28 (M): The Concert of Europe and the Expansion of World Trade

Response Prompt #1 Due

- Richard B. Elrod, "The Concert of Europe: A Fresh Look at an International System," *World Politics* 28, no. 2 (January 1976): 159-74.
- Gordon A. Craig and Alexander L. George, "Balance of Power, 1815-1914: Three Experiments," in Craig and George, *Force and Statecraft: Diplomatic Problems of Our Time*, 3rd ed. (New York: Oxford University Press, 1995), 25-42.
- Jeffrey Frieden, *Global Capitalism*, 1-11, 16-33, 54-5, 109-11

Key Terms:

Concert of Europe
Gold Standard
Balance of Power
Comparative advantage
Hegemonic Stability Theory

Realpolitik
Mercantilism
Stolper-Samuelson Theory
Otto von Bismarck

Reading Questions:

- According to Elrod, what were the essential features of the Concert of Europe that helped keep the peace among Europe's great powers?
- Which of the three periods – 1815-1854 (Concert of Europe), 1870-1890 (Bismarckian Realpolitik), or 1890-1914 (Pre-World War I Era) – was the most stable?
- Which of the major theories we encountered in Part I of the course are the most helpful in explaining periods of peace in 19th century Europe?
- Are the causes of stability the same today?
- What factors were the most important to the rise of free trade in the 19th century?

9. September 30 (W): The Origins of World War I

- Scott D. Sagan, "1914 Revisited: Allies, Offense, and Instability," *International Security* 11, no. 2 (Fall 1986): 151-171.
- Dale C. Copeland, *The Origins of Major War* (Ithaca, N.Y.: Cornell University Press, 2000), 56-78.

Key Terms:

Cult of the Offensive
Russia's "Great Program"
Kaiser Wilhelm II

Schlieffen Plan
Parochial organizational interests

Reading Questions:

- Was World War I inevitable? If so, what kept it from breaking out prior to 1914?
- Which, if any, "image" best explains the outbreak of WWI?
- Why does Copeland argue Germany was responsible?

Part III: From World War I to World War II

10. October 5 (M): The Interwar Period: Collective Security and the Great Depression

- Frieden, *Global Capitalism*, 77-9, 129-34, 174-194.

- Arthur Stein, “The Hegemon’s Dilemma: Great Britain, the United States, and the International Economic Order,” *International Organization* 38, no. 2 (1984): 355-376 only.

Key Terms:

Treaty of Versailles
The Great Depression
John Maynard Keynes
Heckscher-Ohlin Theory

Kellogg-Briand Pact
League of Nations
Collective Security

Reading Questions:

- What were the main features of the Treaty of Versailles? What was its legacy?
- Why did the League of Nations fail?
- What caused the Great Depression and what role did the gold standard play in the global downturn of 1929?

11. October 7 (W): **In-Class Midterm**

October 12 (M): Fall Break – No Class

12. October 14 (W): The Origins of World War II

- Henry Kissinger, *Diplomacy* (New York: Simon & Schuster, 1994), 288-318, 332-368.
- Scott D. Sagan, “The Origins of the Pacific War,” *Journal of Interdisciplinary History*, Vol. 18, No. 4 (Spring 1988), 893-922.

Key Terms:

Molotov-Ribbentrop Pact
Lebensraum
Dutch East Indies
The “Clean Slate” Debate

Munich Agreement
Anschluss
Tripartite Pact
Pearl Harbor

Reading Questions:

- Would World War II have occurred if Adolf Hitler had not lived?
- Why and how did the Allies appease Hitler in the 1930s? Were their decisions rationale (given the information available at the time)?
- Why did Stalin agree to the Molotov-Ribbentrop Pact?
- Was the Japanese decision to attack Pearl Harbor rationale?

13. October 19 (M): Human Rights and International Law

- Kofi Annan, “Reflections on Intervention,” AJR 10: 463-68; AJR 11: 416-21; AJR 12: 328-32.
- Rhoda E. Howard and Jack Donnelly, “Human Rights in World Politics,” AJR 10: 450-62; AJR 11: 437-49; AJR 12: 362-73.
- Jeffrey A. Frieden, David A. Lake, and Kenneth A. Schultz, “Chapter 11: International Law and Norms,” and “Chapter 12: Human Rights,” in *World Politics: Interests, Interactions, Institutions*, 2nd Edition (New York: Norton, 2013), 425-9, 431-4 only and 456-90 only.

Key Terms:

Customary International Law
Universal Declaration of Human Rights

Crimes Against Humanity
International Law

International Criminal Court (ICC)

Reading Questions:

- What role did WW2 play in the development of international law and human rights?
- What is the relationship between norms and customary international law?
- Is sovereignty sacrosanct? Or should states forcibly intervene in other states if human rights are being violated? If so, what should be the criteria for intervention?

Part IV: The Cold War

14. October 21 (W): The Origins of the Cold War

- Telegram, George Kennan to George Marshall ("The Long Telegram"), Department of State, February 22, 1946. Available at: <http://nsarchive.gwu.edu/coldwar/documents/episode-1/kennan.htm>
- John Lamberton Harper, *The Cold War* (Oxford: Oxford University Press, 2011), 16-89.

Key Terms:

Marshall Plan
Yalta
NSC-68
George Kennan

Truman Doctrine
Iron Curtain
Containment

Reading Questions:

- Was the Cold War inevitable?
- Who was more responsible for the outbreak of the Cold War: the Soviet Union or the United States?
- What was the ultimate goal of U.S. policy towards the Soviet Union?

15. October 26 (M): The Post-War International System: United Nations and Bretton Woods

- Frieden, *Global Capitalism*, 253-77, 287-300.

Key Terms:

World Bank
Bretton Woods System
IMF

United Nations
GATT

Reading Questions:

- How did the immediate post-war period following WW2 differ in terms of the construction of international organizations from that of WWI?
- Why did the U.S. play such a dominant role in the development of the post-war system?
- What were the objectives of the Bretton Woods System?

16. October 28 (W): The Nuclear Revolution

- John Lamberton Harper, *The Cold War* (Oxford: Oxford University Press, 2011), 110-37.
- Robert Jervis, *The Meaning of the Nuclear Revolution: Statecraft and the Prospects of Armageddon* (Ithaca: Cornell University Press, 1989), 1-45.

Key Terms:

Mutual Assured Destruction (MAD)
Cuban Missile Crisis
Nuclear Revolution

Deterrence
First Strike
Stability-Instability Paradox

Reading Questions:

- How have nuclear weapons changed international politics?
- How did the nuclear balance between the United States and the Soviet Union in the late 1950s and early 1960s influence Washington's policy toward Moscow?

17. November 2 (M): Dominoes and the Third World: Korea and Vietnam

- John Lamberton Harper, *The Cold War* (Oxford: Oxford University Press, 2011), 90-109, 138-63.

Key Terms:

Gulf of Tonkin
Domino Theory
Inchon
38th Parallel

Tet Offensive
Viet Minh/Viet Cong
Kim Il Sung
Ho Chi Minh

Reading Questions:

- Which level of analysis/image best explains why the U.S. intervened in Korea? In Vietnam?
- Why did the U.S. find it so difficult to prevail in Vietnam?

18. November 4 (W): Détente and Economic Crises of the 1970s

****Response Prompt #2 Handed out****

- John Lamberton Harper, *The Cold War* (Oxford: Oxford University Press, 2011), 164-88.
- Frieden, *Global Capitalism*, 339-60, 363-72.

Key Terms:

Détente
Nixon's Opening to China
OPEC

1973 Oil Embargo
Gold Standard
Import Substitution Industrialization (ISI)

Reading Questions:

- Why did the U.S. go off the gold standard in 1971?
- What caused the 1973 oil embargo? What were its consequences?
- According to Frieden, what economic development strategies did many newly independent African and Asian states select and why?

19. November 9 (M): The End of the Cold War and Its Consequences

- John Lamberton Harper, *The Cold War* (Oxford: Oxford University Press, 2011), 207-42.
- Charles Krauthammer, "The Unipolar Moment," *Foreign Affairs* 70, no.1 (Winter 1990/91): 23-33.
- Samuel P. Huntington, "The Clash of Civilizations?" *Foreign Affairs* 72, no. 3 (Summer 1993): 22-49.

Key Terms:

Clash of Civilizations
German Unification
Perestroika
The Unipolar Moment

Mikhail Gorbachev
Helsinki Accords
Glasnost

Reading Questions:

- Which of the three levels of analysis/images best explains the end of the Cold War?
- Has Huntington's prediction of a clash of civilization in the post-Cold War era come to pass?
- Are we still living in the unipolar moment?

Part V: The Post-Cold War World

20. November 11 (W): Globalization

****Response Prompt # 2 Due****

- Globalization Handout
- Frieden, *Global Capitalism*, 413-26.
- Jeffrey Frankel, "Globalization of the Economy," AJR 10: 305-21; AJR 11: 305-21; AJR 12: 242-55.

Key Terms:

Washington Consensus
Globalization

Free Trade
Export-Oriented Industrialization

Reading Questions:

- What are the major technological and political changes driving globalization?
- Is globalization new or old? Good or bad?

21. November 16 (M): Globalization and Its Discontents

****Extra-Credit Exercise Handed Out****

- Frieden, *Global Capitalism*, 457-76.
- Bruce R. Scott, "The Great Divide in the Global Village," AJR 10: 292-304; AJR 11: 292-304.
- Robert H. Wade, "The Western Slump and Global Reorganization," AJR 12: 274-85.

Key Terms:

"Shanghai Surprise"
Moral Hazard
Unholy Trinity

Global Village
State-directed Capitalism
Battle of Seattle

Reading Questions:

- According to Frieden, why did Africa largely get left behind by globalization?
- Why do advocates of free trade argue trade improves general welfare?

22. November 18 (W): The Environment and Climate Change

- Garrett Hardin, "The Tragedy of the Commons," AJR 10: 502-7; AJR 11: 501-7; AJR 12: 408-13.
- Alan Dupont, "The Strategic Implications of Climate Change," AJR 12: 459-67.

- David G. Victor, "International Cooperation on Climate Change: Numbers, Interests, and Institutions," AJR 10: 515-23; AJR 11: 515-23.
- David G. Victor, Charles F. Kennel, and Veerabhadran Ramanathan, "The Climate Threat We Can Beat," AJR 12: 413-18.

Key Terms:

Tragedy of the Commons
Kyoto Protocol
Environmental Refugees

Free-rider Problem
Montreal Protocol

Reading Questions:

- Can the tragedy of the commons be overcome?
- Why was the Montreal Protocol more successful than the Kyoto Protocol?
- Is climate change a "security" issue?

23. November 23 (M): Economic Sanctions

- Robert A. Pape, "Why Economic Sanctions Do Not Work," *International Security* 22, no. 2 (Autumn 1997): 90-110.
- Daniel Drezner, "The Hidden Hand of Economic Concern," *International Organization* 57, no. 3 (Summer 2003): 643-59.
- Daniel Drezner, "Sanctions Sometimes Smart: Targeted Sanctions in Theory and Practice," *International Studies Review* 13, no. 1 (March 2011): 96-108.

Key Terms:

Trade Wars
Sanctions
UN Oil for Food Scandal

Smart Sanctions
Economic Coercion

Reading Questions:

- Do sanctions work? Whose argument do you find most convincing: Pape or Drezner? Why?
- What are the principal pieces of evidence that Pape offers to support his argument that HSE overstate the effectiveness of economic sanctions?
- What does Drezner mean when he says that "selection bias" has led studies to underestimate the effectiveness of economic coercion?
- According to Drezner, why has the international community moved away from "comprehensive" sanctions and toward "smart" sanctions?

November 25 (W): Thanksgiving Break – No Class

24. November 30 (M): Terrorism

- Bruce Hoffman, "What is Terrorism?" AJR 10: 185-94; AJR 11: 186-96; AJR 12: 164-73.
- Robert A. Pape, "The Strategic Logic of Suicide Terrorism," AJR 10: 213-30; AJR 11: 214-32.
- Audrey Kurth Cronin, "Ending Terrorism," AJR 10: 398-411; AJR 11: 402-15; AJR 12: 313-19.
- Barack Obama, "Dealing with the Current Terrorist Threat," AJR 12: 319-27.

Key Terms:

Authorization to Use Military Force (AUMF)

al Qaeda

Lone Wolves
Khalid Sheikh Mohammed
Suicide Terrorism

Jihad
Terrorism
Osama Bin Laden

Reading Questions:

- How has the term “terrorism” changed over time?
- What does Pape mean when he says suicide terrorism is “strategic”?
- Does terrorism work?
- Is the U.S. winning the “war on terror”?

25. December 2 (W): Nuclear Proliferation

- Scott Sagan, “Why Do States Build Nuclear Weapons?: Three Models in Search of a Bomb,” *International Security* 21,3 (Winter 1996/1997), 54-86.
- Kenneth Waltz, “Why Iran Should Get the Bomb,” *AJR* 12: 200-3.
- Henry Sokolski, “Getting Ready for a Nuclear-Ready Iran,” *AJR* 10: 238-41; *AJR* 11: 239-42; *AJR* 12: 203-6.

Key Terms:

Breakout
Domestic Politics Model
Non-Proliferation Treaty (NPT)

Nuclear Quiet
Security Model
Norms Model

Reading Questions:

- According to Sagan, why do states build nuclear weapons? Which of his three models do you find most persuasive and why?
- Why does Waltz believe the international community should allow Iran to get a nuclear bomb?
- When it comes to nuclear weapons is “more better”?

26. December 7 (M): The Arab Uprising and its Aftermath

- Erica Chenoweth and Maria Stephan, “Why Civil Resistance Works,” *AJR* 12: 189-94.
- Jack A. Goldstone, “Understanding the Revolutions of 2011: Weakness and Resilience in Middle Eastern Autocracies,” *Foreign Affairs* 90, no. 3(2011): 8-16.
- Michael Scott Doran, “The Heirs of Nasser: Who Will Benefit From the Second Arab Revolution?” *Foreign Affairs* 90, no. 3 (2011): 17-25.
- Daniel Byman, “Terrorism After the Revolutions: How Secular Uprisings Could Help (or Hurt) Jihadists,” *Foreign Affairs* 90, no. 3 (2011): 48-54.
- Marc Lynch, Deen Freelon, and Sean Aday, “Syria in the Arab Spring: The integration of Syria’s conflict with the Arab uprisings, 2011-2013,” *Research & Politics* 1.3 (2014): 1-7.

Key Terms:

Tahir Square
Bashar Assad
Parallels to 1848

Arab Spring
Mohamed Bouazizi
Social Media Revolution

Reading Questions:

- What caused the Arab Spring?
- Is the Arab Spring over? If so, who won?

27. December 9 (W): Great Power Politics Redux? China's Rise

- Barry R. Posen, "Emerging Multipolarity: Why Should We Care?" AJR 10: 572-76; AJR 11: 552-60; AJR 12: 451-59
- Jeffrey W. Legro, "What China Will Want: The Future Intentions of a Rising Power," *Perspectives on Politics* Vol. 5, No. 3 (September 2007): 515-534.
- Arvind Subramanian, "The Inevitable Superpower: Why China's Dominance Is a Sure Thing," AJR 11: 578-85; AJR 12: 467-74.
- Aaron L. Friedberg, "The Future of U.S.-China Relations: Is Conflict Inevitable?" *International Security* 30, no.2 (Fall 2005): 7-45.

Key Terms:

Premature Superpower
Unipolarity
Bipolarity

Multipolarity
Status Quo Power

Reading Questions:

- Is the U.S. in decline relative to China?
- Will China's rise lead to war?

28. December 14 (M): Course Wrap-up and Review

****Final Exam – December 22****